

## Innovations in Law Education: Combining Traditional and Innovative Technologies in Legal Education

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**Abstract:** The article deals with traditional and innovative technologies in legal education. The author analyzes new technologies that are gaining popularity among teachers in connection with the adoption of the state education standard. Both positive and negative aspects of the studied technologies are indicated.

**Keywords:** innovations, legal education, education technology, innovative technologies, traditional technologies, state education standard.

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**INTRODUCTION.** In today's society, the purpose of education is to prepare young people for life in this complex world. By developing their personal abilities and skills, taking into account human capabilities, teachers prepare the younger generation for real life situations and problems. Already from the school bench, students are faced with uninteresting and boring lessons, because the monotonous speech of the teacher does not aim at creative thinking. Distracting from the lesson, the student receives insufficient knowledge that would develop his mental abilities. And no matter how hard practicing teachers try to transfer their knowledge and experience to students, they do not always succeed due to the lack of new technologies and methodological literature.

Traditional lessons still make up a large percentage of the total number of lessons taught, although time is taking its toll. They are being replaced by innovative, non-standard lessons, where the passive form of teaching material turns into an active one. Modern life requires a change in the education of schoolchildren and students, because in the modern world a new use of information and communication technologies has appeared - the Internet, multimedia, webinars.

**ANALYSIS OF THE RELEVANT LITERATURE.** Some aspects of raising the legal and political culture of youth include national jurists E.Abzalov, N.Vakhobov, D.Dezhanova, H.Zakirov, Z.Islamov, I.Kudryavtsev, Z.Madaliyeva, H.Mamatov, O.Nasriddinova, H.Odilkoriev, Yo.Sadikova, A.Saidov, U.Tajikhanov, N.Saydalikhodjaeva, R.Turdiboeva, A.Khamraev, Sh.Yakubov and political scientists B.Juraev, S.Juraev, L.Tangriev, Sh.Ermatov extensively researched. E.Agranovskaya, R.Bayniyazov, N.Voplenko, O.Demko, Yu.Dmitriev, N.Keyzerov, A.Malko, N.Matuzov, V.Salnikov, A.Veil, D. from foreign legal scholars. Iston, Dj. Dennis, S.Palonskiy, Dj. Piaget, Dj. Kevin, Dj.Torni-Purta, S.Stevenson, L.Matveev, G.Matveev6 and others have studied some aspects of raising the legal and political culture of adolescents[1].

However, the research of the above-named scholars is mainly devoted to some general aspects of legal and political culture, which do not directly address the issues of raising the legal and political culture of schoolchildren. Therefore, a comprehensive study of the issues of raising the legal and political culture of this group of young people is relevant.

**RESEARCH METHODOLOGY.** Methodological analysis of the content of legal education curricula, its teaching methods, development of practical bases of preparation of school teachers for innovative pedagogical activity.

**ANALYSIS AND RESULTS.** At the end of the 20th century, with the advent of the Internet, there was a revolution in pedagogical practice. The old traditional teaching methods began to give way to innovative ones, which consisted in new approaches, techniques, technologies for teaching a subject for better assimilation. All this also affected legal education, including methods and means of training. Innovations in legal education and upbringing have undergone qualitative changes that contribute to the progressive development of students, whose legal culture has improved. With the old traditional teaching methods at the end of the 20th century, the teacher, before going out to the students, had to process, reread a lot of all kinds of material, draw up diagrams, posters, diagrams, and then give knowledge to students, expressing their opinions and communicating little with the audience. This led to passive perception of educational material and its poor digestibility. In order to somehow interest students, teachers began to use new technologies: student-centered learning, problem-based learning, test forms of knowledge control, block-modular learning, project method, case method, credit-modular assessment system, learning in collaboration, multi-level education, conducting a binary lesson, distance learning.

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In the field of teaching law, there are many teaching methods, which is due to the lack of uniform requirements of state standards. At present, it is necessary to combine teaching technologies, both traditional and innovative, as this is dictated by the progressive social life, passing through several stages of approbation: initially at the municipal, then at the regional and only then at the federal level. New legal academic disciplines had to comply with the time, legislation and be practice-oriented. Schools began to study new teaching methods with various forms of interactive learning and business games that contribute to the education of a person who knows human rights and the laws of the country. With the development and use of innovations, the implementation of innovations, schools developed in which the educational process was aimed at the effectiveness of the learning process, achieving goals by saving study time using electronic computing and audiovisual technology, didactic materials and manuals. New innovative technologies contributed to the desire to study legal disciplines, forming positive motivations for educational activities and further professional choice[2].

In their practice of teaching law, teachers use an innovative method of the so-called "brainstorming". It usually takes place at a round table or in the form of a debate, which is led by a moderator who formulates a problem for discussion. The rest of the students, showing tolerance and respect for each other, express their opinion, giving everyone the opportunity to speak. To acquire the most solid knowledge, the method of projects has been effectively used, which promotes creative and critical thinking, the development of cooperation and independent study of the proposed topic in law. This pedagogical technology covers research, problematic, search methods, forming competent, knowledgeable in various fields, competent specialists. The system of teaching law can be attributed to the innovative technology of the introduction of mediation. All participants of the interactive game, divided into groups, solve a controversial

issue that requires a clear answer and solution. A mediator-teacher helps them in this situation, whose task is to analyze different points of view and bring them to a common opinion.

When organizing discussions and disputes in the classroom, teachers use the innovative technology of "POPS-formula" by law professor David McCoyd-Mason from South Africa, the abbreviation of which is deciphered as follows: P - position, i.e. speaker's point of view; O - substantiation of the position with one's own arguments; P - an example confirming the position; C - a consequence is a conclusion from everything that has been said [3]. To implement this technology, simple everyday examples can serve. For example, an actual (unregistered) marriage does not entail any legal consequences. In this regard, the father of a child born in such a marriage is not required by law to pay elements and provide material assistance. According to the law - yes, but according to morality? Discussing this example, each student defends his point of view. Their speeches begin with the words: "I believe that ..."; "Because ..."; "I can confirm this by the fact that..."; "In this connection..." Any topic related to legal issues can become a problem for discussion.

**CLEAR CONCLUSIONS AND PRACTICAL SUGGESTIONS.** Thus, new technologies and methods of teaching legal disciplines appear in educational institutions, which, with the onset of the 21st century, are actively introduced into the educational process in the form of innovative methods that contribute to the formation of creative thinking, the development of skills and abilities of independent mental work of students. And until the established traditional technologies are replaced by new teaching methods, developments of improved technologies, the goal of improving higher legal and political-legal education cannot be achieved.

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